MASS.
ED1.2:
C38/2

UMASS/AMHERST
312066 0271 2890 1

MASS. ED1.2: C38/2

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

GOVERNMENT DOCUMENTS COLLECTION
JUN 0 7 1994
University of Massachusetts
Depository Copy

Piedad F. Robertson, Secretary of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Table of Contents

Overview........2

Defining Characteristics of Charter Schools........3

Application........4

Guidelines........8
  A. Eligibility
  B. Admissions
  C. Funding
  D. School building
  E. Personnel issues
  F. Governance
  G. Transportation

National Charter School Directory........13

Overview

Massachusetts' Charter School Experiment

As the turn of the century draws near, society is looking more critically at the large standardized structures that deliver public education to our children. We live in a dynamic world which requires us, individually and collectively, to respond to new problems, challenges, and technological developments. Compared to other social institutions, the public school system has shown little resilience in the midst of changing times.

Indeed, there are pockets of innovation and creativity scattered throughout Massachusetts schools, yet these bright spots can not compensate for, nor redeem, a system plagued by institutionalized gridlock. To prepare students for the next century, our school system will have to assume the *dynamic* and *adaptive* attributes of the world in which its students live. Recognizing the need for school reform, Governor William Weld signed the Education Reform Act of 1993 into law on June 18, 1993. This law makes sweeping changes in the way the Commonwealth educates its children. One of the more notable provisions of the bill, M.G.L. c.71, s.89, is the establishment of 25 new *charter schools*, which are publicly-funded schools founded and run by private individuals and groups.

Grass-roots Mobilization

Since the Education Reform Act was passed last summer, there has been growing momentum behind the concept of charter schools. Last October, at a confer-ence entitled, *"Charting the Course: Public School Options in the 1990s,"* a broad spectrum of the statewide community convened together to discuss the opportunities and the future of charter schools in Massachusetts. The conference was an overwhelming success, mobilizing individuals and groups across the state to channel their reform efforts towards the development of innovative "break-the -mold" charter schools. In cities and localities across the state, charter school enthusiasts can be found rallying community support behind their charter school aspirations. Indeed, without such local innovation and grass-roots organizing, charter schools cannot fulfill their promise.

1994

1994 promises to be a critical year in the evolution of Massachusetts' charter schools. Massachusetts' 25 charter schools will not be born overnight —to thrive and grow, they must be built on a solid foundation of careful planning and community support. For most potential charter school founders, 1994 will be a formative year to develop and nurture proposals for charters in 1995. Yet there may be some who have progressed sufficiently in their charter plans to be ready for a possible charter school opening this year. To accommodate all degrees of proposal development, the Executive Office of Education has established a two-track, transition application cycle for this year, leading to either a 1994 or a 1995 charter.

To establish a procedural framework for the creation of charter schools, the Executive Office of Education has issued regulations, 601 CMR 1.00, which supplement and clarify the law. These regulations were issued December 30, 1993, and will be subject to comment and hearing to occur within three months of the date of issuance.

Contained in this packet is the 1994 application and Q&A guidelines, which should provide applicants with sufficient information to proceed with their charter school plans. Good luck to all who embark on this worthy endeavor!

Defining Characteristics of a Charter School

Although charter schools will vary across the state, they do share certain core principles which set them apart from other public schools and connect them to a larger nationwide movement. Charter schools in Massachusetts, and across the country, can be identified by the following components:

Purpose: Charter school reform was established to promote new options in delivering public education to our children. The intent goes beyond simply creating a few new alternative school programs; charter schools are to be *educational laboratories* where educators can investigate new dynamics and methods to be modeled by the larger school system.

School Organizer: Charter schools are organized by private individuals, teachers, businesses, or other groups in the community which can demonstrate innovative and viable plans for starting new schools.

Sponsor: Public legitimacy is bestowed on a charter school through a designated public agent which has authority, on behalf of the state, to grant charters. Unlike some other states, Massachusetts endows the authority to grant charters to the Secretary of Education.

Charter: A charter is a contract between the state and an individual or group which desires to start and administer a school. To receive a charter, an application must be completed which details what the school will look like and how it will be run. If the school is selected for a charter, it must abide by the terms of its charter as well as any applicable state and federal laws. Charters are granted for a period of five years, during which time the school is held accountable for the success of its program.

Governance: As autonomous legal entities, charter schools are not under the umbrella of any superintendent or school district authority. All decision-making regarding the functioning of a charter school is made by its own selected board of trustees. Charter schools are given the responsibility to carry out the form of internal governance spelled out in its charter.

Public Schools: Although charter schools are created by private groups and operate separately from any school district or committee, they are indisputably *public* in their function.

- *Universal:* As any other school in the public school system, a charter school must be accessible to all school-aged children, regardless of their race, national-origin, sex, academic achievement, or handicap.
- *Funding:* Charter schools must not charge tuition to their students. Funding for charter schools comes from the district in which the student resides in the form of per-pupil money that corresponds to the number of students in attendance.
- *Non-Sectarian:* As state-sponsored entities, charter schools must abide by state and federal laws which govern separation of church and state.

Innovation: As "light-house" schools, charter schools are intended to introduce fresh new ideas and methodology into the public school system. With charter status, schools have more flexibility than traditional public schools to govern themselves. Charter school reform has opened the door to such new dynamics of reform as:

- *Creativity:* Teachers are given unprecedented freedom to design their own curricula and utilize new pedagogy.
- *Autonomy:* All decision-making is made locally, encouraging community involvement in the direction of the school.
- *Accountability:* Charter schools will be held accountable by their ability to deliver results. If a charter school does not live up to the goals of its charter, it will not receive renewal at the end of its five-year term. Under law, a charter school must provide annual reports assessing how well it is accomplishing its educational goals.

Who Should Apply?

This application should be completed by those interested in applying for a Massachusetts school charter. The Executive Office of Education has established a two-part, "transition" application process for 1994 to accommodate those applicants who may be ready to open their doors this fall, in the event of a legislative change in the charter school statute. This year's application is required for those planning for a 1994 starting date, but is optional for applicants interested in starting in 1995.

Instructions:

Applications should be typed and three copies sent to the address below. The application should follow the format and the order outlined. To facilitate convenience in the review process, please include a table of contents highlighting the page numbers of each section. In addition to the required information, applicants may include any additional information which may help the Secretary to better assess the proposed charter school.

Deadline:

Applications must be received by the Secretary of Education no later than February 15 of this year to be considered for a 1994 charter. In the event that an applicant for a 1994 charter is unable to complete a particular section(s) of the application, due to extenuating circumstances, please contact Ginny Greiman, General Counsel, at 727-1313 ext. 266. All applications should be sent to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Review:

Applications will be screened by the Secretary of Education. The Secretary will make all final decisions regarding approval or denial of a charter by March 15, and will notify applicants in writing of the status of their applications. Among other criteria set forth in the regulations, 601 CMR 1.00, the Secretary will review applications based on how well they further the Commonwealth's purposes for establishing charter schools:

- to stimulate the development of innovative programs within public education;
- to provide opportunities for innovative programs within public education;
- to provide parents and students with greater options in choosing schools within and outside their school districts;
- to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management;
- to encourage performance-based educational programs; and
- to hold teachers and school administrators accountable for students' educational outcomes.

Technical Assistance:

If you need copies of the charter school regulations or applicable provisions of the Education Reform Act, please call Jose Afonso at the Executive Office of Education, (617)727-1313, ext. 243. In addition, the Executive Office is in the process of compiling a list of governmental contacts who will be available to provide technical assistance to applicants regarding regulatory matters that affect charter schools. If there are any procedural questions regarding the application, please do not hesitate to contact the Secretary's office for assistance.

Charter Application: Part I

Part I: This is an eligibility section to be completed by *all* applicants considering applying for a charter, regardless of proposed starting date. For those applying for a charter to commence in 1995, this section is not technically due until February 15 of next year, but can be submitted in this year's application cycle to receive early eligibility determination. This will formally commence the application process, giving applicants more "official" status as they seek to develop their charter school plans. For applicants applying for a 1994 charter, this section is the first section of a three-part application.

1.) **Mission Statement:**
Describe the core philosophy or underlying purpose of the proposed school.

2.) **School Objectives:**
- A. What are the school's broad academic objectives for student learning?
- B. Describe any non-academic goals for student performance .
- C. What type of community environment do you hope to foster at your school?

3.) **Statement of Need:**
- A. Why is there a need for this type of school?
- B. Explain why a charter school would help to effectively address this need.

4.) **School Demographics:**
- A. Describe the area where the school will be located. If a facility has already been secured, please state so.
- B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?
- C. Describe any unique characteristics of the student population to be served.
- D. What is the school's anticipated enrollment?
- E. What grade levels will be served? How many students are expected to be in each grade or grouping?

5.) **Recruiting & Marketing Plan:**
- A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.
- B. Specifically, what type of outreach will be made to potential students and their families?

6.) **Admissions Policy:**
- A. Describe the admission methods and standards you will use to select students.
- B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

7.) **Profile of Founding Coalition:**
- A Describe the make-up of the group or partnership that is working together to apply for a charter.
- B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.
- C. Include any plans for further recruitment of founders or organizers of the school.

8.) **Timetable:**
- A. Discuss a timetable of events leading to the opening of a charter school.
- B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

Charter Application: Part II

Part II: Applicants who are preparing for a 1994 school opening, in the event of a legislative change in the starting date, must complete both Part I and Part II of this application. Answer each question as thoroughly as possible, providing sufficient detail to demonstrate either: 1) Progress to date; or 2) Plans with specific actions to be undertaken by a specific date.

9.) Evidence of Support:

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

10.) Educational Program:

A. In detail, describe the educational program of the school.

B. What is the basis for the teaching methods to be used?

C. Describe the school calendar and hours of operation of the school.

11.) Student Performance:

A. Describe your proposed plan to assess student performance.

B. What remediation will be available for underperforming students?

C. How will the development of skills be measured?

12.) School Evaluation:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

B. How will the school establish regular dialogue with parents? With the community?

13.) Human Resource Information:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

B. How will teachers and administrators be evaluated? How often?

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

14.) School Governance:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

B. How will the board of trustees be chosen?

C. Describe the roles and responsibilities of the board.

D. Describe the relationship of the board to teachers, administrators, students and families.

E. Discuss the nature of parental and student involvement in decision-making matters.

F. Describe the nature and extent of community involvement in school activities.

15.) Building Options:

A. Describe your present options for a school building.

B. Demonstrate how this site (s) would be a suitable facility for the proposed school.

C. Discuss any progress or future plans for acquisition of a school building.

D. Describe financing plans, if any.

Charter Application: Part III

Part III: This part need not be submitted by the February 15th deadline, although applicants are encouraged to submit this material if they have it. In any case, the final granting of a charter will be conditioned upon the satisfactory completion of the following items before a school can open.

16.) Code of Conduct:

A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.

B. Describe your school's policies regarding student expulsion and suspension.

17.) Special Needs Students:

Describe how your school will accommodate special needs students.

18.) Funding:

A. Devise a start-up budget covering the planning stage before school opening.

B. Devise a 5-year budget covering projected income and planned expenditures.

C. Include all sources of anticipated income, including per pupil tuition and private or public grants.

19.) Accountability:

A. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s. 89?

B. Discuss your plan for regular review of school finance and accounts.

C. Describe your system for maintaining school records and disseminating information required under public school law.

20.) Transportation:

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?

B. How will students who live outside the local district be transported?

21.) Liability and Insurance:

A. Describe your school's insurance coverage plans.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- Inspection by a local building inspector;
- Inspection by local Fire Department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

22.) Governance Documents:

Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts and all incorporation documents required by law.

A. Eligibility

Q Who is eligible to apply for a charter to start a charter school?

According to M.G.L. c. 71 s. 89, any *individual, group, business, corporate entity, two or more certified teachers, or ten or more parents* are qualified to apply for a charter.

The law expressly prohibits private and parochial schools from obtaining charter school status. Existing public schools can apply for charter school status.

Q How will the Executive Office of Education distinguish between private and public schools when reviewing applications?

Because the law does not define "public school," each application will be reviewed on a case-by-case basis to determine whether the prohibition against private and parochial schools has been violated. Prohibitions may include, but are not limited to the following:

- Schools which receive some portion of their operating revenue or funding from student tuition or application fees;
- Schools which have received local school committee approval as private schools, under M.G.L. c.76 s.1, for compulsory attendance purposes;
- Schools affiliated with a religious institution or whose focus or mission is religious practice or teaching;
- Schools which fail to comply with the non-discriminatory admission requirements set forth in M.G.L. c.71 s.89 and 601 CMR 1.05; and
- Schools which fail to comply with the charter school legislation, M.G.L. c.71 s.89, and other applicable state or federal statutory or regulatory requirements.

B. Admissions

Charter schools must develop non-discriminatory admission policies which serve to select an appropriate student body for the school's capacity and designated purposes. Admissions is a highly sensitive area which, if not handled properly, could open a charter school to public criticism and legal complications.

Q What are considered to be "reasonable academic standards" for admissions?

The law contains an apparent tension when discussing the issue of admission standards. How does one interpret the law where it says *charter schools shall not discriminate on the basis of academic achievement*, yet permits charter schools to *establish reasonable academic standards as a condition of eligibility for applicants?* While there is no black-and-white answer to the dilemma posed by this language, the Executive Office of Education will have to apply this standard to admission standards that charter schools adopt.

While the law does not permit charter schools to randomly favor specific populations of students, it does allow charter schools to limit enrollment based on the degree to which they can be served by the school's *area of focus.*

Reasonable academic standards are considered to be those which adhere to the following principles:

- Whenever possible, charter schools should establish as open an admission policy as possible.
- When screening applicants, a charter school should develop a multi-faceted admission policy which combines a number of criteria for assessment, including but not limited to: testing, interviewing, and letters of recommendation.
- Admission criteria must be consistent with the mission of the school, and should be used to assess how well a student's interests and aptitudes match the school's area of focus.
- The intent of a screening procedure should be to measure a student's likelihood of succeeding in the school.

Q What will charter schools be required to do if there are too many eligible applicants for available seats?

Charter schools are required to conduct an admissions lottery in the event that there is an excess of qualified student applicants for the number of available spots at the school. The board of trustees must develop a lottery procedure, which gives admission preference to two categories of students: 1.) Those living in the same city or town as the charter school; and 2) Those who have siblings already attending the school.

C. Funding

In order to develop a quality charter school application, potential founders must demonstrate a clear and workable financial plan. For many charter applicants, the practical issues surrounding funding are a source of concern. The following answers to commonly asked questions may help to elucidate some of the more critical details related to funding of charter schools.

Q Who funds charter schools?

As a public school, a charter school is prohibited from charging tuition or application fees. The law establishes a specific funding mechanism, related to a community's foundation budget, which allows a charter school to collect public funding for each student attending the school. If the district where the student lives (sending community) spends below its foundation budget, the tuition payment to the charter school is equal to the sending community's average per pupil cost. If the sending community spends above its foundation budget, the tuition payment is equal to the average per pupil cost in either the community in which the charter school is located or in the community where the student lives, whichever is less.

Q Will charter schools have access to any public start-up money?

Besides per pupil tuition money, Massachusetts charter school legislation does not provide for any public funds to help in the creation of charter schools prior to student attendance. Therefore, charter schools are presently left on their own to raise any additional money necessary to start and maintain a school. In response to concerns about the financial feasibility of starting a school without help from the state, the Governor is requesting charter school start-up money in his proposed budget for next year. In addition, the Secretary of Education is seeking to identify other sources of grant money to help charter schools get off the ground.

Q What happens to a student's tuition money if he/she withdraws midway through the year?

If a student decides to leave a charter school in the middle of the school year to attend a traditional public school, the receiving school district must notify the Executive Office of Education, which will determine the date and the amount of the child's per pupil tuition amount to be transferred from the charter school to the district.

Q How will per pupil money be calculated and distributed to charter schools?

The Department of Education is responsible for calculating Per Pupil Expenditure (PPE) rates for districts throughout the state. Unlike billing procedures in public school choice, charter schools will receive their per pupil tuition money directly from the sending school district. The Executive Office of Education will notify the charter school and the sending district of the amount of the per pupil money to be transferred and will establish a schedule of payments. Charter schools may make arrangements on their own with sending districts to receive tuition money at an earlier date than required.

Q What outside sources of funding are available to charter schools?

Private Donations & Grants

According to Chapter 71, Section 89, charter schools are granted necessary powers to carry out their charter program, including the powers to "acquire real property, from public or private sources, by lease, lease with an option to purchase, or by gift, for use as a school facility" and to "solicit and accept any grants or gifts for school purposes." Therefore, charter schools are free to initiate fund-raising campaigns and to accept private donations or grants to supplement their per pupil tuition money.

Categorical Program Funding

As a public school, a charter school has the right to petition for its proportionate share of state and federal categorical grant money, such as Chapter 1 and special education, that would normally be allocated to individual students attending the charter school. As its own corporate entity, autonomous from any school board or school district, a charter school must apply directly to the appropriate state or federal agency in order to acquire its portion of program money. The same timetables, policies, and evaluation processes should be applied to charter schools as to school districts applying for categorical money. The Executive Office of Education will not be involved in any aspect of the application or dissemination of state or federal categorical grants.

D. School Building

Acquiring a suitable building is one of the more practical challenges of founding a charter school. Since the process will involve much time and effort, applicants should begin searching for building space as soon as possible. In the application, charter applicants are not required to have already secured a building; rather they are asked to demonstrate a viable plan for securing a building in time to open their school on schedule.

Q At what point in the process of charter application, approval, and granting must the charter school have acquired a facility?

Charter school applicants are not expected to have narrowed their building options to one final building at the point of application. However, because obtaining a suitable site is essential to the success of a charter school, applicants are expected to have thoroughly considered their building options and are asked to describe these options in the application (Part II, question 15). Charter school regulations, 601 CMR 1.05(2), specify that awarding of charters to approved applicants is conditioned upon having acquired or constructed a site approved for use as a school which meets all applicable health and safety standards.

Q In what type of building may a charter school be located?

The law gives charter school founders great latitude in choosing a site to house their school. M.G.L. c.71, s. 89 states that a charter school may be located in *part of an existing school building, in space provided on a private work site, in a public building, or any other suitable location.* Therefore, the search for a building should not necessarily be confined to conventional school facilities—as long as the building is approved for use as a school by a local building inspector, a variety of settings can be adapted for use as a school. Charter schools may own, lease, lease with an option to buy, or rent its facility.

Q What kind of insurance coverage must a charter school carry?

As employees of charter schools shall be considered public employees, and the board of trustees shall be considered public employers, for purposes of tort liability under M.G.L. c.258, the need for liability insurance is limited. However, other insurance issues, such as who will pay for any required insurance to cover the governing body, the charter school facility, and the vehicles used by the charter school may need to be resolved. A list of all insurance coverage required of the school will need to be provided in the application, and proof of insurance coverage must be submitted prior to commencement of operations. The Executive Office of Education will make available a list of government contacts who can provide technical assistance in the area of liability and insurance coverage.

E. Personnel Issues

Although the focus of the planning stage tends to be on logistical issues, such as finding a school building or raising capital; ultimately, it is the people that make-up the school which will decide its fate. Although the power to hire and fire is given to the board of trustees of a charter school, to receive a charter, applicants must demonstrate that the staff of the school will be held to the highest of standards.

Q Are charter school teachers bound by public school certification requirements?

Under M.G.L. c.71, s. 89, teachers at charter schools are exempt from state certification requirements. Therefore, the board of trustees of a charter school must determine the professional standards and criteria to be utilized in the hiring of teachers and other staff. If a charter school so desires, it may choose to abide by the state's teacher requirements, but is not required to do so by law. To ensure the quality of the teaching and administrative staff at charter schools, the Secretary will be requiring implementation of a professional development plan to be incorporated in the school's regular self-assessment. In addition, charter schools are required to provide disclosure of the professional credentials of their teaching staff to interested parents and public.

Q What are the rights of charter school teachers?

According to M.G.L. c.71, s.89, charter school staff are public employees; yet their public employer is not a school district or board, but rather the board of trustees which governs the charter school. Charter school employees are subject to the same collective bargaining provisions of M.G.L. c. 150E, the law pertaining to labor relations for public employees, which includes the right to organize, negotiate and execute collective bargaining agreements with a public employer. In addi-

tion, teachers employed by a charter school are subject to the same state teacher retirement system, established in M.G.L. c.32, as other public school teachers. Therefore, time spent teaching in a charter school shall be considered "creditable service" towards a teacher's retirement plan.

Q Can public school teachers temporarily leave their school district to teach at a charter school?

Local school districts are required to grant a leave of absence of up to two years to any teacher who is employed by a charter school. At the end of this two year period, the teacher may request an extension of up to two more years, which may not be unreasonably withheld by the school district. After four years, the teacher must return to the local district or resign to continue teaching at the charter school. In this way, mobility between charter schools and traditional public schools is encouraged.

F. Governance

Q How are charter schools governed?

Charter schools have considerable flexibility in designing a management style and structure which reflects the philosophy of the school. The law provides that charter schools will operate independently of any school committee and will be governed by a board of trustees. The board of trustees is a public agent authorized by the Commonwealth to establish, supervise and control a charter school. The board, in consultation with teachers, will be responsible for creating the curriculum and developing an annual budget. Other duties of the board include the development and implementation of a student code of conduct, a disciplinary and expulsion policy, personnel policies including the terms and conditions of employment, a management operations plan, and admission criteria for selection of students, as outlined in 601 CMR 1.05. All charters will be conditioned on the submission of the school's constitution, by-laws and incorporation documents as described in 601 CMR 1.00.

Charter schools will be established as public corporations. The Executive Office of Education will disseminate information on the process of incorporation.

Q How is the charter school's board of trustees selected?

The method of selection and the composition of the board of trustees is not stipulated in the charter school law, and thus may vary from school to school. However, applicants must provide the Secretary with a detailed plan of the selection process, including the number and composition of board members. The school's board should reflect the philosophy or focus of the school, as well as the demographics of the student body. Prior to commencing operations, the school should provide the Secretary with resumes of the board members.

Q How will charter schools be held accountable?

A charter school will be held accountable to its students, parents, and the community at large through a continuous cycle of planning, evaluation, and reporting set forth in the charter school regulations and legislation. The success of charter schools will be judged largely on the basis of the ability of their students to make progress towards the goals specified in the school charter. Progress will be reviewed annually by the Secretary, and where appropriate, a remedial action plan must be approved by the Secretary and compliance with that plan monitored by the Executive Office of Education.

G. Transportation

Since some charter schools may be regional in scope or have students from several districts, issues surrounding transportation can be somewhat problematic. In the application, charter applicants must describe a plan for dealing with the challenge of transporting students across district lines to the school site.

Q How will charter school transportation be provided and funded?

Local school districts must provide and pay for transportation to students residing in and attending charter schools in the district on the same basis as students attending public schools.

Q How will out of district students be transported to charter schools?

Students attending charter schools outside their home district are eligible for transportation under M.G.L. c.76, s.12B, the school choice statute. In essence, the choice law leaves it up to each school committee to set the terms for acceptance of out of district students. There is no requirement that school committees fund transportation for out-of-district choice students, and most do not. Whatever transportation policy the district applies to out-of-district choice students must also be applied to out-of-district charter school students. However, home school districts *are* required to transport resident special needs students, who are eligible under M.G.L. c.766, to charter schools outside the district.

Q Can a charter school utilize its own system of transportation?

Nothing in the law or regulations prohibits a charter school from providing its own transportation, nor compels a sending district to pay for the charter school's transportation service if such is provided. Vehicles must comply with requirements for transporting public and special needs students.

Governmental Contacts:

Private Organizations:

California

David Patterson, Deborah Connelly, Merrill Vargo
Regional Programs and Special Projects
California Dept. of Education
721 Capitol Mall, Room 556
Sacramento, CA 94244-2720
(916) 657-2516 Fax: (916) 657-5457

Linda Diamond, Eric Premack
Redesigning Education Project
BW Associates
815 Allston Way
Berkeley, CA 94710
(510) 842-8574

Sue Rafferty, Don Yates, Linda Drew
California Network of Educational Charters
751 Laurel Street Box 414
San Carlos, CA 94070
(415) 637-1389

Mary Amsler
Director, Policy Support Services
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107
(415) 565-3000

Colorado

Bill Windler, Judy Burnes, Myron Swize
Charter School Team
Colorado Dept. of Education
201 E. Colfax
Denver, CO 80203-1779
(303) 866-6631 (Bill), 6824 (Judy), 6697 (Myron)
Fax: (303) 830-0793

Tom Tancredo
Independence Institute
14142 Denver W. Parkway, Suite 101
Golden, CO 80401
(303) 279-6536

Barbara O'Brien
Colorado Children's Campaign
1600 Sherman Street, Suite 3300
Denver, CO 80203
(303) 839-1580

Georgia

John Rhodes
Georgia Dept. of Education
Suite 2052, Twin Towers East
Atlanta, GA 30334
(404) 656-0644 Fax: (404) 651-9330

Governmental Contacts:

Private Organizations:

Massachusetts

Ginny Greiman, Jose Afonso, Emily Nielsen Jones
Charter School Team
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108
(617) 727-1313 Fax: (617) 727-5570

Linda Brown
Director, Charter School Resource Center
Pioneer Institute
85 Devonshire Street
Boston, MA 02109
(617) 723-2277 Fax: (617) 723-1880

Minnesota

Peggy Hunter
Enrollment Options Coordinator
Minnesota Dept. of Education
Capitol Square Building
Saint Paul, MN 55101
(612) 297-2241 Fax: (612) 297-5695

Ted Kolderie
Center for Policy Studies
9 West Fourth Street
Saint Paul, MN 55102
(612) 224-9703

Leona Carlson
Charter School Network
320 Fifth Avenue South
Saint Paul, MN 55075
(612) 450-9330

Missouri

Brian Long
Missouri House Research Staff
Room B38, State Capitol
Jefferson City, MO 65101
(314) 751-2979 Fax: (314) 751-1963

Michigan

Mike Addonizio
Research Planning and Policy
Michigan Dept. of Education
P.O. Box 30008
Lancing, MI 48909
(517) 335-4074 Fax: (517) 335-4565

New Mexico

Richard LePan
Charter Schools Coordinator
New Mexico Dept. of Education
Education Building
Santa Fe, NM 87501
(505) 827-6625 Fax: (505) 827-6696

Governmental Contacts:

Private Organizations:

Wisconsin

Thomas J. Stefonek
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, WI 53702
(608) 266-3390 Fax: (608) 267-1052

National

Kirk Winters, Peter Kickbush
Office of the Undersecretary
U.S. Dept. of Education
400 Maryland Ave. S.W., Room 5105
Washington, D.C. 20202
(202) 205-5755

Lori Mulholland, Louann Bierlein
Morrison Institute for Public Policy
School of Public Affairs
Arizona State University
Tempe, AZ 85287-4405
(602) 965-4525 Fax: (602) 965-9219

Connie Koprowicz
Educational Policy Associate
National Conference of State Legislatures
1050 17th Street, Suite 700
Denver, CO 80401
(303) 830-2200 Fax: (303) 863-8003

Alex Medler, Kathy Christie
Education Commission of the States
707 Seventeenth Street, Suite 2700
Denver, CO 80202
(303) 299-3600 Fax: (303) 296-8332

Jeanne Allen
President
The Center for Education Reform
1001 Connecticut Avenue, NW, Suite 920
Washington, D.C. 20036
(202) 822-9000 Fax: (202) 822-5077

7043 013